

CNM ANNUAL STUDENT LEARNING ASSESSMENT REPORT

Due to the Student Academic Assessment Committee by October 15



PART 1: REPORT INFORMATION

Report Year and Contact Information			
<u>2017-2018</u> Academic Year	<u>Catron Allred</u> Contact Person	<u>Callred2@cnm.edu</u> CNM Email	<u>50606</u> CNM Office Extension
Subject of this Report			
CHSS--ECADMIN_CERT--ECME Early Childhood Program Administration Certificate			

PART 2: CONTEXT IN WHICH THE ASSESSMENT TOOK PLACE

Program/Area Highlights and Successes
<p>(Wherever applicable, include course completion rates, job placement outcomes, and licensing examination pass rates. See the program information dashboard at https://livecnm.sharepoint.com/sites/Dashboards/SitePages/Program%20Information%20Dashboard.aspx (access restricted to CNM employees) and other reports at https://www.cnm.edu/depts/opie.)</p> <p>The Early Childhood Program Administration Certificate is an embedded certificate in the AA ECME degree with a concentration in Program Administration. The concentration continues to struggle with enrollment due to the many options the state CYFD office provides to be a director of an early childhood program. Currently, there is not a bachelor's level program for transfer at any of the state universities. Many students have said that this is the best professional development that they have ever received and would like for us to continue to support early childhood directors in central New Mexico. We have 42 declared majors and 11 graduates in 2017-2018 (Fall-Summer). In 2016 we had fewer graduates due to the number of courses that were canceled during the previous year. We were able to offer the full cycle of courses in 2017-2018 and have started another strong cohort in Fall 2018 that should lead to more graduates in the coming year.</p> <p>Based on feedback from early childhood directors who completed the program, we started an Early Childhood Directors Network to continue their professional development and ability to network with other early childhood directors in Central New Mexico. We had an average of 17 directors attend meetings throughout the year and they are encouraging their staff to complete the certificate coursework to support program improvement in early care and education.</p>

Changes Implemented During the Past Year in Support of Student Learning

We were able to offer all of the certificate classes in 2017-2018 so that students were able to complete the certificate. We are currently assessing SLOs in each of the classes.

PART 3: REPORT ON ASSESSMENT OF STUDENT LEARNING

Assessment Method	Type of Assessment Tool	Population or Course(s) Assessed	Graduate Learning Outcome(s) Assessed	Mastery Level (E.g., "Minimum score of 3 on a rubric scaled 0-4" or "Minimum score of 75%")	Targeted % Achieving Mastery	Outcome
Student Survey	Direct & Internal	All ECME classes	Alignment between course learning objectives and course summative assessments	3.5 on a 5 point scale	100%	Target met
Faculty Survey	Direct & Internal	All ECME Classes	Alignment between course learning objectives and course summative assessments	3.5 on a 5 point scale	100%	Target met

Summary of Assessment Findings

In the Fall of 2017, students were asked to complete a survey and 20 responses were collected. The average rating of alignment between course learning objectives and the summative assessments was 4.8. The class was canceled in the Spring of 2018, so there is no assessment data to report for that semester.

A survey was administered to faculty in the Fall of 2017, as well, and 3 responses were collected with an average rating of 4.2.

Interpretation of Assessment Findings

Both students and faculty perceive a high level of alignment between course learning objectives and course summative assessments.

Action Plan in Support of Student Learning (Describe changes to be made that are based at least in part on the assessment interpretation. If the assessment did not yield useful information, describe changes to be made in the assessment methodology and/or criteria.)

Qualitative responses related to which assignments prepared students to meet particular course objectives will be used to either incorporate differentiated choices for assessment or revise syllabi and course content to focus more specifically on the assignments that serve as the best indicators of student achievement of learning objectives.

Please select all of the following that characterize the types of changes described in the above action plan:

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|---|--|---|
| <input type="checkbox"/> Assessment criteria revision | <input type="checkbox"/> Assessment methodology revision | <input checked="" type="checkbox"/> Assignment revision |
| <input type="checkbox"/> Budgetary reallocation | <input type="checkbox"/> Change in teaching approach | <input checked="" type="checkbox"/> Course content revision |
| <input type="checkbox"/> Curricular Revision | <input type="checkbox"/> Faculty training/development | <input type="checkbox"/> Process revision |

Recommendations, Proposals, and/or Funding Requests	Budget Needed
<p>In order to more efficiently collect, analyze, and act upon programmatic data, the Education Program would benefit tremendously from data software. This program assessment provides a glimpse into the alignment and effectiveness of our program, but with more sophisticated data software (e.g., Tk20, LiveText), we could collect more robust data that would allow us to draw better conclusions about what is working well in our program and what improvements should be made on a formative and summative basis.</p>	

PART 4: REMAINING YEARS IN CURRENT ASSESSMENT CYCLE PLAN (including any revisions) – **OR -- UPCOMING ASSESSMENT CYCLE PLAN** (if this was the final year)

Years of Full Cycle	Next Year's Assessment Focus (Describe how the next planned assessment is expected to provide information that can be used toward improving student learning.)
2017-2022	Student and faculty surveys will address the Student Learning Outcomes (SLOs) in each Teacher Education course, as was implemented in Fall 2017.

Graduate Learning Outcomes to Be Assessed	Years in which Assessment Is Planned	Population/Courses to Be Assessed	Planned Assessment Approach
Alignment between course learning objectives and course summative assessments	2017-2020	All HSV Courses	Student and faculty surveys